Equity Agenda Guideline for
Midwifery Education and Training Programs

- An equity focus in education means that power and privilege are taken into account so that school and clinic climates can better support learning.
- Structural and institutional racism and microaggressions impact the lives of underrepresented midwifery students and apprentices, adding stressors and disparities to the usual demanding educational challenges.
- In order to be resilient, students rely on preceptors, faculty, administrators and institutions to promote equity.
- Equity-focused learning environments improve student experiences and success rates, and better prepare all students to provide culturally humble and sensitive care to diverse childbearing persons.

This Guideline accompanies, www.equitymidwifery.org, which offers a robust resource for midwifery educators who train aspiring CNMs, CPMs or CMs. This web resources is designed to promote equity in midwifery education and training for schools and clinics that want to become antiracism educational entities.

The website highlights Examples and provides Tools including original Webinar content and encourages visitors to attend virtual Strategy and Collaboration Calls. The resources on this site can be used individually, but the site is also designed to present an overarching picture of the many areas where your school and/or clinic would need to focus to infuse equity throughout your institution. For a narrative explanation of the reasoning behind the topics found in this Guideline and within the web resource, visit: www.equitymidwifery.org/narrative

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A. Faculty, Staff and Preceptor Development and Retention
   a. Meaningful required Training for all faculty, staff and preceptors
      i. A short course or single workshop is not able to provide enough depth or breadth
      ii. Regular CE opportunities after the completion of a more detailed training
   b. Strategic planning related to faculty, staff and preceptors regarding equity
      i. Climate and retention analysis and planning (related to faculty & staff)
      ii. See also recruitment
      iii. Promoting representation in leadership
   c. Tenure and promotion considerations include equity assessment

B. Policies, Statements, Reports, Reviews and Planning
    a. Mission/Vision Statement(s) - consider the role for equity and/or social justice in guiding documents
        i. Goals
        ii. Commitments
    b. Dedicated Equity Plan
    c. Equity incorporated into broader Strategic Plan if exists
    d. Formal reporting on equity
    e. Use of Equity scorecard and/or Equity Impact Analyses
    f. 5 year administration review incorporates equity assessment

C. Infrastructure, System Strengthening and Capacity Building
    a. Equity Committee
        i. May also include Social Justice focus
    b. Equity Change Team
    c. Climate analysis
        i. Ex: Culturally Engaging Campus Environment (CECE) assessment
    d. Ombudsperson
    e. Incentive grants related to equity promotion and/or learning
    f. Equity leadership awards
    g. Scholarships and Financial Aid - see also retention and recruitment
    h. Mentorship program(s) - see also retention
    i. Capital campaigns include equity goals

D. Climate and Student Life
    a. Equity/social justice-themed student organizations and/or access to others at other schools
    b. Forum(s) held on equity-related topics
    c. Support groups and/or access to those at other schools
        i. See peer support
    d. See retention section below for links regarding creating safer and more culturally engaging, affirming and welcoming learning environments

E. Recruitment of Underrepresented Groups
    a. Faculty of color and from other underrepresented groups
    b. Students of color and from other underrepresented marginalized groups
    c. Scholarship Opportunities & Financial Aid
    d. Strategic recruitment considerations, planning and evaluation
        i. Dedicated faculty and staff recruitment specialist focused on equity
        ii. Future faculty recruitment database
        iii. Required equity training for search committee members
        iv. Strategic funding earmarked for hiring underrepresented faculty and staff

F. Curriculum and Learning
    a. Required course early in program
        i. Encourages the development of critical consciousness so students can understand their role in issues of social power and dominant social norms
        ii. Explores power, privilege, implicit bias, microaggressions, racism, intersectionality, clinical work in a cross-racial context
        iii. Short courses are not able to provide enough depth or breadth
        iv. Electives do not allow everyone to experience the same opportunities for learning; the course should be mandatory for all students, faculty, and staff from the dominant racial/ethnic group (e.g., in the U.S., this usually means white people)
        v. Consider a parallel course or breakout sessions for students of color or those from marginalized / under-represented groups who likely have the need for their own course content (possibly including healing resources and focusing on strengths) and sharing spaces, and who may be at risk for microaggression stress during discussions of race with dominant-culture participants.
        vi. Consider the value of a cross-racial team teaching
    b. Second required course
        i. Following the development of critical consciousness, students can be more effective in cultural humility or creating a culturally safe practice
        ii. Examines health care disparities, health equity, social determinants of health, structural competency
    c. Issues related to equity, anti-racism, intersectionality and cross-cultural interactions woven throughout the entire program curriculum
        i. Every course and syllabi updated and regularly evaluated
            1. Equity impact analysis
        ii. Complete curriculum evaluation to incorporate
            1. Race-conscious curricula
            2. Intersectionality
            3. Equity pedagogy
            4. Acknowledging and combating implicit bias
            5. Acknowledging and combating institutionalized racism
            6. Structural competency
            7. Requirements and best practices related to equity and cultural humility/sensitivity from accreditation and certification bodies
                a. See also ICM competencies related to cultural sensitivity, accommodation & relevance
    d. Commitment to preparing students well in the first year to facilitate a safer, more affirming and welcoming climate

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G. Retention of Underrepresented Students and Students of Color
   a. Scholarships and Financial Aid
      i. Race-conscious
      ii. Need-based
      iii. First generation students
      iv. Funding beyond just tuition
   b. Safer and more culturally engaging, affirming and welcoming learning environments
      i. See climate & inclusion
      ii. See also curriculum & learning
      iii. See also faculty & staff training
      iv. See also policies & statements
      v. See also representation in leadership
      vi. See also cross-racial teams
      vii. See also healing resources and focusing on strengths
   c. Comprehensive Mentorship Program
      i. Paid mentors
      ii. Recognition of unpaid mentorship work
   d. Access to a diverse learning support community
      i. All expenses paid gathering times with students from other programs important for isolated students
      ii. Facilitating peer support opportunities
   e. Academic support as needed

H. Evaluation
   a. Conduct process evaluations to assess efforts towards equity
   a. Outcomes evaluation
      i. Assess progress toward improving equity for students
      ii. Assess progress toward improving equity for faculty and staff
      iii. Assess progress toward improving racial climate
      iv. Assess progress toward improving the cultural humility and sensitivity of students

*This document was created in part from referencing: Williams, D and Insight into Diversity. (2016). *The 2015-2016 HEED Award Benchmarking Report*. Retrieved from http://www.insightintodiversity.com/wp-content/media/downloads/2015-2016%20INSIGHT%20Into%20Diversity%20HEED%20Award%20Benchmarking%20Report_Sample.pdf